ANNEXURE

Minimum Support Prices of Kharif Crops

(Rs. per quintat)

Commodity	Variety	1995-96	1996-97		Increase in MSP in 1996-97 over 1995-96	
			Recommended by CACP	Fixed by Govt.	As per CACP recomm-endation	As per Govt. decision
Paddy	Common	360	370	380	10(2.8)	20(5.6)
	Fine	375	390	395	15(4.0)	20(5.3)
	Superfine	395	410	415	15(3.8)	20(5.1)
Jowar	-	300	310	310	10(3.3)	10(3.3)
Bajra	-	300	310	310	10(3.3)	10(3.3)
Maize	-	310	320	320	10(3.2)	10(3.2)
Ragi	-	300	310	310	10(3.3)	10(3.3)
Tur (Arhar)	-	800	840	840	40(5.0)	40(5.0)
Moong	-	800	840	840	40(5.0)	40(5.0)
Urad	-	800	840	840	40(5.0)	40(5.0)
Groundnut-in-shell	-	900	920	920	20(2.2)	20(2.2)
Soyabean	Yellow	680	700	700	20(2.9)	20(2.9)
Soyabean	Black	600	620	620	20(3.3)	20(3.3)
Sunflower Seed	-	950	960	960	10(1.1)	10(1.1)
Cotton	F-414/H-77	1150	1180	1180	30(2.6)	30(2.6)
	H-4	1350	1380	1380	30(2.2)	30(2.2)
Sesamum	-	850	870	870	20(2.4)	20(2.4)
Nigerseed	-	700	720	720	20(2.9)	20(2.9)
Jute	TD-5 In Assam	490	510	510	20(4.1)	20(4.1)

Figures in bracket indicate percentage rise.

[Translation]

SHRI SATYA DEO SINGH (Balrampur) : What the hon. Minister has offered by way of support price?...*(Interruptions)*

- MR. DEPUTY SPEAKER : Please listen to me. Already, The Private Member's Bill has taken considerable time and in order to avoid further wastage of time, he has laid the copy which will be circulated to you immediately.

PROF. RASA SINGH RAWAT (Ajmer) : We should at least know the contents.

MR. DEPUTY SPEAKER : You will know about it after reading it, otherwise you will be wasting the time.

17.53 hrs.

COMPULSORY EDUCATION BILL-Contd.

[English]

SHRI RAMESH CHENNITHALA : The system prevailing in our country was adopted from the British Rule. Now, the thinking all over the world about education is in a wider perspective. Education plays an important role in building a more just, free and generours and, above all, a more peaceful and prosperous world. We have to prepare the citizens for the next century. The access to knowledge by all should not be at the mercy of others or influenced by events. We have to provide opportunities for all to get the best education. We must have a say in the future of the society. So,

education should be given to all. If opportunities are given to all, then only can we give justice to the mankind. There is definitely a gulf between the developing and the developed countries. The main problems faced by the developing countries are poverty, unemployment and illiteracy.

The developing countries are not in a position to solve these social evils. There is no infrastructure in these countries. Time has come to stop this exploitation. I would like to quote from one of the speeches of Mr. Bill Clinton. He delivered a speech on 23rd January, 1996 in which he mentioned:

> "Our second challenge is to provide Americans with the educational opportunities which will all need for this new century. In our schools, every classroom in America must be connected to the national super highway, with computers and good software, and well-trained teachers. We are working with the telecommunications industry, educators and parents to connect 20 per cent of California's classrooms by this spring and every classroom and every library in the entire United States by the year 2000. I ask Congress to support this education technology initiative so that we can make sure this national partnership succeeds."

This is the way in which developing countries give emphasis to Edn. I would like to put a very important question before this august House : Are we able to given half of such support to the education system prevailling in our country? Of course, in a developing country, we have our own problems. But we should give more emphasis to human resource development. The National Policy on Education was adopted by our Government in 1986. We have raised our allocation for education to 6 per cent. It is surprising to note that 120 countries have given only 56 per cent. But these will not get 12 per cent of aid.

Sir, Jomtien Conference in 1990 was a landmark in the history of education. In this Conference, it was mentioned that 900 million people, in 116 countries, were illiterate and 100 million people were out of schools. Allocation to education in coming down drastically. This is the affair that we are seeing in 116 countries which attended the Jomtien Conference in 1990.

There must be a concerted effort to increse the allocation to human resources development. We are neglecting the field of education. Even in our country, we cannot provide basic facilities in the schools run in villages. For eradication of illiteracy, of course, the Government of India had done a lot. We have the literacy programme functioning very smoothly and efficiently. Compared to Bangladesh and Pakistan, we are able to achieve a lot in this regard but we have to give more emphasis to this. We have to involve more non-governmental organisations for eradication of illiteracy and there should be a war against illiteracy. As my friend, Dr. Subbarami Reddy was mentioning, percentage of literacy in Rajasthan is 23 per cent and in almost all major States, it is 30 per cent. The point is there should be a sincere concerted effort, wage a war against illiteracy but more allocations should be made, from the international funding agencies, by the Central Government and State Government for eradication of illiteracy.

Hence due emphasis should be given for education of girls. Otherwise, our country cannot prosper and we cannot achieve our goals.

Regarding Elementary education also, we have undertaken a lot of programmes. I came to know that Opertion Blackboard is going to the stopped because we have achieved everything. In UP, Bihar and some Southern States, we are able to see that schools are only in books; there are no schools at all in reality. Schools are run under trees and there is proper attendance.Nobody is looking after them. There are no basic and infrastructural facilities provided to the children. Now the Government is contemplating or thinking to stop the Operation Blackboard, a programme which was very helpful for our children in our country. Serious thought should be given by the parliamentarians, State Government and the Central Government. The Central Government should get more funds from international funding agencies and other agencies and it must be given to the programme for eradication of illiteracy.

In 1993, UNESCO had set up an independent International Commission on Education for 21st century chaired by Mr. Jacques Delors. The main Pillars that have been identified by that Commission of UNESCO are learning to know, learning to do, learning to be and learning to live together. Our world is progressing like anything and we are living in a different world. In order to cope up with the present world scenario, our children should be prepared for the next century but, unfortunately, being a developing country, we have placed before the next century. This is the 21st century. It was our wishful thinking; it was a noble idea but in reality, India cannot achieve that goal. That is our hard reality.

18.00 hrs.

The Central intervention in the national education to universalise elementary education continues to fours on blending quality with equality. Could we achieve this? What is the hard reality?

Sir, I am concluding. I would not take much time of the House. Today, we have to give a serious thought to the education system which is prevailing in our country. On the one hand the people who are living in the villages are not getting education whereas on the other there is a section in the society who have got enough

money and they send their children to English medium and other schools. So, we have to think about the poor people who are living in hazardous situations and very difficult conditions. As a very nation, as an independent country we have not been able to provide the bare necessities of life for developing the children who are living in the villages. We have to give compulsory education. The programmes and projects that we have launched in the these years are there. There is no dearth of programmes. The point is that we are not implementing these programmes properly. The money that has been earmarked for these programmes are not being properly utilised and our people is not getting proper direction and assistance for achieving the goal.

Sir, I would not like to take much time of the House. Today, the necessity is that more emphasis should be given on education and that more orientation should be there. We should think about vocational education. I would not like to go into all these details about which my hon. friends here have already mentioned. There should be a new approach. Our country is marching towards the Twenty-first century and our people should be prepared to meet the challenges of the next century. In order to do this we have to give more and more opportunities and facilities to our people especially our rural masses to cope up with the situation.

MR. DEPUTY SPEAKER : Shri Ram Krishna Kusmaria

(Interruptions)

SHRI AJAY MUKHOPADHYAY (Krishnagar) : Sir, the Pension Bill should be taken up now.

[Translation]

MR. DEPUTY-SPEAKER : I have received a communication from the hon. Speaker that the time for the Private Members Business has been extended upto 7P.M. Perhaps he had already made an announcement to this effect.

JUSTICE GUMAN MAL LODHA (Pali) : The announcement was to the effect that the Pension Bill will be taken up at 6 P.M...*(Interruptions)*

MR. DEPUTY SPEAKER : I will abide by the decision of the House.

JUSTICE GUMAN MAL LODHA : After discussion with the hon. Speaker it was decided in the House that the Pension Bill will be taken up at 6 P.M. ...*(Interruptions)*

[English]

KUMARI MAMATA BANERJEE (Calcutta South) : Sir, the Private Members' Business was deferred by one hour.

[Translation]

MR. DEPUTY SPEAKER : If the Pension Bill has to be passed, then the House will have to sit late.

SHRI RAM NAIK (Mumbai North) : Sir, why are we wasting the time. For one hour we will discuss the P.M. Business and thereafter the question of quorum will be raised.

[English]

Sir, unnecessarily these things are being dragged, dragged and dragged. Now, it is already six O'clock.

[Translation]

KUMARI MAMATA BANERJEE : Let each member speak for 5 minutes and if they speak for half to one hour it is bound to take time...*(Interruptions)*

JUSTICE GUMAN MAL LODHA : The time of the House is being wasted...*(Interruptions)*

SHRI RAM NAIK : Sir, has this House no obligation towards the workers?

[English]

Sir, it involves the interests of lakhs of workers in this country.

SHRI SATYA DEO SINGH : The Government wants to escape whenever...*(Interruptions)*

MR. DEPUTY SPEAKER : Just after he finishes his speech, we would take a decision.

[Translation]

Let us find a mid way. Let the first Member Speak and in the meanwhile the hon. Speaker would convey his decision.

SHRI JAGAT VIR SINGH DRONA (Kanpur) : If a question of quorum is raised?

[English]

MR. SPEAKER : Yes, Shri Kusmaria Please.

[Translation]

DR. RAMKRISHAN KUSMARIA (Damoh) : Sir, it is a very important issue...*(Interruptions)*

MR. DEPUTY SPEAKER : Both the Ministers are discussing it with him and we can await the decision.

DR. RAMKRISHAN KUSMARIA : There is a couplet in Sanskrit :

> "Vidya dadati vinayam, vinayat yati patnataam,
>
> patratam dhanemepuote, dhaneh, dharmah later sukham.

About education it is said that it is the most invaluable wealth.

The figures given here say that primary education has covered 94 per cent of tne population of India but these very statistics are the cause of our backwardness. In remote rural areas and I am say about an adirasi area, Kalda in my constituency, the percentage of literacy is as low as 5 per cent. The people there do not know what electricity is. More than 50 per cent woman are illiterate.

It has also been mentioned here that educational institutions should not be beyond a radius of 2 km. so that the poor people may be able to send their children to schools. But there are areas where schools may be as far away as 10, 20 even 50 kilometres. The fact is that in spite of all the publicity for the spread of education, the efforts made in this direction are woefully short of requirement. On top of it there is deeprooted corruption in all the schemes meant for spread of education.

Crores of rupees are being spent on the Rajiv Shiksha Misson in order to spread education among the masses. But there is appalling corruption in the purchase of stationery, black-boards, chalks etc in as much as a dholak costing Rs.100 was purchased for Rs.500/- with this level of corruption how can you expect education to spread to the rural areas.

The rural areas are afflicted with object poverty which is root cause for illiteracy in the rural areas. Children of tender age have to toil to che out a living several families from the adivasi area have settled in Delhi how can you expect their Children to study. We will have to solve the problem of unemployment and work for alleviation of poverty if we seriously want the literacy rate to go up. We cannot delink the two issues. Nobody will send his child to school with an empty stomach.

A Bill was introduced sometimes back to ban child labour. But we will have to face the stark reality that these families which have left their hearth and home in search of employment have no inkling of education.

You will have to chalk out a special action plan for women education. In most of the villages, the schools are quite far away from the village and as such parents are reluctant to send their daughters in such schools. We can make some headway in this field only if we make concerted efforts to reach the formal and informal education in every village.

To-day, most of the schools do not have adequate number of teachers so much so that many a school are being run with 1-2 teachers. Several schools are closed down. My submission is special attention should be paid to meet the basic requirements of the schools. At present all the schemes being chalked out are intended to serve only 20-25 per cent higher segments of society and the poor are totally neglected. If we are really interested in spreading education and to improve the society through education and knowledge, we will have to do it at village level and uplift the poor.

KUMARI MAMTA BANERJEE (Calcutta South) : I support the Bill introduced by Shri Reddy with the objective of introducing compulsory education. upto higher secondary level has been enforced in several states but not in all the States. In Kerala, the literacy rate is 100 percent, in Tamil Nadu the Literacy rate is quite high even more than northern states. But in eastern states like U.P., M.P. Bihar and Rajasthan, the literacy rate has not reached the desired level. There are several reasons for this low rate.

The first reason is the emertence of two categories in our education system - haves and have nots. The affluent section of society can afford to send their children to good public schools. he can give donation to gain admission is a good institution. But a student belonging to a poor family or in rural areas is deprived of good education. My first submission is that there should be uniform system of education. At present students who have appeared in C.B.S.E. examination are given a weightage of 10 marks for admission to higher education institutions. This creates an imbalance in our system. My submission in that there should uniform standard in the entire country.

Mr. Speaker, Sir, in our schools there are either no roofs or if a roof is there it is without seating arrangement. With due apology to my friends, I would like to submit that in the gram panchayats, the teachers are engaged in party work rather them Teaching. This system needs to be changed.

Sir, to-day I remember Rajivji. He had started several literacy mission such as operation Black Board. But now that operation Black Board is nowhere visible. Some experts have pointed out that that all the funds earmarked by the Centre for literacy work never reached the villages. They were misappropriated by the middlemen.

Sir, there are no funds for school buildings. Many a School are functioning in the open. The Members of Parliament also find it difficult to extend financial help to such schools for construction of building out of the funds allotted to them for this development of their constituency. Under Planning Commission directive, we can extend help for the building only if the land is transferred in the name of the Government. How can you expect an institution to transfer land worth Rs. 10 crores in the name of the Government just to secure help of Rs.2 lakhs.

[English]

The Ministry of Education should take up this matter with the Planning Commission. From M.P.s fund we can to least help school building fund.

[Translation]

Sir, the syllabus for primary school children is so voluminous that their school bags are becoming heavier and heavier. I would request the hon. Minister should arrange a meeting of the State Governments, the Union Government and the educational institution to find ways and means to reduce the weight of the schools bag. I warn you that if no steps are taken to streamline the syllabus, it would increase the death rate. All the parents want their children to become doctors or engineers but the existing syllabus stunts their growth. Sir, I would only like to speak on points. There is need to introduce uniform education in the country and for this purpose the union Government and the State Governments should put their heads together to streamline the syllabi for the school children. In this new system of education there should not be any scope for having two categories i.e. haves and have nots.

Secondly, special attention should be paid to its education of the minorities. Not only Muslims but other religious groups are in minority in various states. If in a particular state Sikhs are in minority, in another state Christions may be in minority. The Christians are running excellent education institutions. It is true that the fees in these schools are on the high side but the students are looked after very well. If you want to uplift the Muslim minority, you will have to pay special attention to its education.

There is no Urdu academy in the states in the predominant Muslim population. Urdu should be made a second regional language in the state with predominant Urdu speaking people...*(Interruptions)*

[English]

Yes, they have laid the foundation stone but there is no academy

[Translation]

My mother tongue is Bengali in which I can speak fluently, an Urdu speaking person can express himself fluently in Urdu, a sikh in Punjabi, a Maratha in Marathi etc. etc. Anybody who wants to speak in Sanskrit can speak in Sanskrit. I woulds tress once again that special attention should be paid to the education of the minorities and urdu be made the second regional language.

Scholarships are granted O.B.C.s. and SC and ST students on behalf of the Government but they are not disbursed properly because of tax Government machinery. I woulds urge you to ensure that only the deserving should get the scholarship. Like Right to work, right to education is also a fundamental right ...*(Interruptions)*

Our present system of education is not employment oriented. At present the employment percentage among the minorities and the women is barely 1 and 2 per cent respectively. The Government should also rope in private institutions. Already our country is getting fragmented on the basis of caste, religion and varna. And if it disintegrates further because of our education system, how can we maintain the integrity and unity of the country 7 A uniform system of education would definitely be in the interest of all.

SHRI SATYA DEO SINGH (Balrampur) : Mr. Deputy Speaker, Sir, the Compulsory Education Bill, ...*(Interruptions)*

MR. DEPUTY SPEAKER : Wait a minute. It is a discussion on a Private Member's Bill. The names are called on the basis of party affiliation. It is for the information of the hon. Members.

SHRI SATYA DEO SINGH : I express my gratitude to Shri Reddy for bringing such an important Bill. Although the Bill has not been introduced on behalf of Government, but still I feel it will be accorded due importance and I will get an opportunity to express my views. The issue is not being discussed here for the first time. Several Commission have been constituted within the House and many a Vidhan Sabha have discussed the education policy and the ill effects of the present system of education.

A national policy on education was framed in 1986 in the country. This system was intended to function for ten years and an assessment was to be made after ten years to find out the qualitative improvement made in education and how for it has succeeded in achieving its objectives. But on May 7, 1990 itself the Government decided to review the National Education policy and the terms of reference of the committee were

[English]

I quote :

> "Despite Efforts on social and economical development since attainment of independence, a Majority of people continue to remain deprived of education. It is also a matter of great concern that our people comprises of 50 per cent of the world's

[English]

This is no complaint to us. It further states,

> "...and a large section of the children have to go without acceptable level of primary education."

Then Government further stresses:

> "The Government accorde highest priority to education both as a human right and as a means for bringing about a transformation towards a more humble and enlightening society."

[Translation]

The terms of reference are laudable but how is it that the National Education Policy which was framed in 1986 needed review in 1990?

To-day, there is a change in the perspective of education. Now one cannot call oneself educated with the bookish knowledge. There has been a persistent demand by the political parties within and without the House to treat the right to work as a fundamental right. But the moot point is that even if we include the right to work in the constitution as a fundamental right, how can we justify it till we create the employment opportunities in adequate number and meet the demand for jobs.

To be educated in one thing but an employment oriented education is another thing. Macaulay's education produced educated class fit for white collar or non productive job. It changed the entire scenario in India.

After Independence, India's economy suffered a set back resulting in disparity and tension in the society. The result is that the country is not viewed as one nation. Just now Kumari Memata Banerjee had exhorted that at least our system of education should not divide the nation. The system of education should be oriented to inculcate a spirit of unity, integrity, social harmony in the people and must usher in the country a dynamic economy and prosperity.

[English]

In the Bill education means, 'education up to 12th standard'.

[Translation]

I do not agree with it. Compulsory education is not a new idea. In the constitution also it was stipulated in Article 45:

[English]

Directive Principle of State policy for Universalization of Elementary Education. I emphasize the word 'Universalization'. What does it say? I quote "The State shall endeavour to provide within a period of 10 years" since then many decades have passed- "from the commencement of the constitution for free and compulsory education to all children until they complete the age of 14 years".

[Translation]

A human rights declaration about the education policy was also made and we had adopted it at the international level in the human rights declaration.

[English]

The right to education is almost a fundamental and unalienable part of one's life. But what is the position to-day? An hon. Member Kusmaria ji has asked when the education begins. In my view mother is the first teacher of the child and if the mother is not educated, the education of the child at the first stage itself remains incomplete. And the scenario regarding women's education in the country is not very fluttering.

Mahatma Gandhi had propounded 'Nai Taleem' or the new education system before independence. The thrust of this Nai Taleem declared in 1937 by Mahatma Gandhi was to nurture a system of education which strengthened belief in truth and non violence.

In 1990, the three main points of the new education system were : universalisation, vocalisation and decentralisation. To-day we are groping in the dark to devise a system of education in a country whose standard of education was the best in the world in the hoary past or the ancient times. We need not borrow from the systems of education prevailing in other countries we must delve deep into our own heritage and find a solution.

To-day, our emphasis is on compulsory education upto the age of the ie upto 8th standard. Mahatma Gandhi had asked us what should be objective of our education and how it affects our lives? If education has a bearing on our life, what impact we make on the society as a unit thereof? When we talk of impact on society we restrict it to villages, lanes and bye lanes of mohallas. Mahatma Gandhi had opposed the elite education which we espouse here in the House. Mahatma Gandhi had expressed concern in London on the state of education in India.

The primary education in U.P. and in Bihar also is in a shambles. There are some schools without teachers or if teachers are there, the number of students is negligible. The reason is that we are not very serious about primary education. The vocational education is not successful in our country because we do not have the economic base in the country to absorb the trainees turned out by the vocational institutions. Adult education in another field on which crores of rupees are being spent but the primary education is being neglected. Mahatma Gandhi had made our observation in Chetham House, London on 30th October 1921 which I would like to quote below. His observation reflected the sadness in his heart :

[English]

> "I deify anybody to fulfil a programme of compulsory primary education of these masses inside a century." we are coming close to the century.

[Translation]

When he stated this, 70 years of the century, we are remaining. He said it in England. He further said that:

[English]

"This very poor country of mine is ill-able to sustain such an expensive method."

[Translation]

What was that method, he said about those people who are running schools here after coming from England:

[English]

"Our State would revive the old village schoolmaster and dot every village with such a school for both boys and girls."

[Translation]

He was a visionary who could envisage that by the turn of the century, India would provide in Article 45 of the constitution free education for all the children upto the age of 14. He was aware that India would not be able fulfil its commitment because of the circumstances now prevailing. Luckily, we became independent and we should have taken stock of the entire situation. But can the present Government give a categorical assurance that it would provide free compulsory education upto class VIII. This Bill should have been brought by the Government. It has been provided in clause 5 of the Bill that it will be the responsibility of the parents to ensure that their children admitted in the schools the provision of the Bill is

[English]

"Any parent who, for any reason whatsoever.

[Translation]

The Wording 'Any reasons whatsoever' is highly offending. With few exceptions, every parent would like to educate his children and dreams of a bright future for them. Howsoever poor or depressed he may be, he wants his children to advance in life and earn a name in the country. You want them to send their children to schools. But have you ever cared to take a look around to see that children in the age group of 0-8 years earn Rs. 2 to 4 per day by working as domestic servants in hotels and out of 7-8 crore school going children, half of them are forced to drop out of schools. They work as chowkidars, errand boys or help their parents in their vocation and that becomes their destiny. We can provide for punishment to the parents only after we have made adequate arrangement for providing education to the children and square meal to the parents through our economic policies and planning. If we fail in our commitment to ameliorate the lot of the poor, these children will continue to work as domestic help and education would be a distant dream.

On the one hand we have slums sans basic civic amenities and on the other hand we have five star hotels. The disparity between the two sections of society is so appalling and wide that the person sitting in a car looks down upon a small child begging as if he is a criminal. The result is the brutal murders committed by these have nots

It is not lack of education facilities of employment opportunities that is giving rise to terrorism in the country, it is corruption, moral degradation that is the breeding ground for terrorism. The new generation finds itself at sea without leaders like Lok Manya Bal Gangadhar Tilak, Mahatma Gandhi, Madan Mohan Malviya who may show them the way or direction. The present system of education has divided the country into two parts - India and Bharat. In India your children and our children are getting education and Bharat is the other part of the country living in the rural areas or jhuggies Jhonpris in the cities. This division of the country into India and Bharat is not our destiny. It is an outcome of our misdeeds. If a child is born in a poor family, it does not mean be lacks intelligence. On the contrary he lacks the opportunities to develop his faculties and it is your responsibility of provide these opportunities. While discussing the Bill we must take into account all these aspects.

18.43 hrs.

(Mr. Speaker *in the Chair*)

In 1977 we were all behind the bars a long with Shri Jai Prakash Narain. Thereafter, the Janta Party took the reins of office at the centre and remained in power for two and half year but failed to make any significant impact in this field. But Shri Jai Prakash Narian made in observation in 1928 about education, which I quote here :

[English]

"It also converts then (the children) into a parasitic class which perpetuates and even intensifies the poverty of the masses. The system has failed to promote individual growth. It also became more of a hindrance than a help to bring about an egaliterian Transformation of the society."

[Translation]

The system of education propounded by Macaunlay had envisaged class to masses or in other words create a class and their subordinates would be the masses. All the buildings constructed by them i.e. Parliament House, South Block, North Block or other decisions taken by them had the sole objective of ruling this nation for thousands of years. The buildings constructed to-day need repairs after ten years and start falling apart after 20-25 years. Their system of education was intended to create two classes-one the ruling class and second the subservient or subordinate class. You did not treat this subject with the seriousness it deserved. Your Lighthearted approach to education for 40 years wrecked it. The present system of education has given rise to casteceism and terrorism and the country is facing near disintegration.

I belong to Uttar Pradesh and the Standard of education is abysmally how. My sole demand is that the Government should at least implement the Directive Principle of state under which children upto the age of 14 are to be provided free compulsory education. As per the statistics published by the Human Resource Ministry, out of 5 crore children, 25 per cent children never attend any school. Referring to child labour shortly before, Shri Reddy had said that anybody employing children below the age of 14 will be punished. Shri Reddy further added that to achieve this objective both persuation and threat would be used. But Government is blissfully oblivious of the fact that they would be punishing the people who do not have the means of livelihood and depend on the earnings of these small children. Further, the statistics reveal that the percentage of students from standard I to standard V is 93 and it drops down to 48 from standard VI to Standard VIII. Does it not denote an alarming dropout rate?

What we have to contemplate is not the real wealth of the nation is going waste.

The population of our country is increasing by leaps and bounds and is likely to touch 100 crores. May be in the coming years India may beat China and occupy the top position as far as population is concerned. We will have to mould our system of education to meet the challenge posed by this staggering population. I would like to quote from the great poet of Bengal Rabindra Nath:

[English]

"Where the mind is without fear and the head is held high, where the knowledge is free..."

[Translation]

Pershaps our comrades from Bengal would agree with it.

SHRIMATI GETTA MUKHERJEE (Panskura) : *"Chitta jatha bhaje shutri, uchcha jatha sheer"*

SHRI SATYA DEO SINGH : Thanks, I could not understand but you have supported me, therefore. I give thanks to you. One should try to understand what one does not know...*(Interruptions)* How can I make you understand the situation of Bihar...

SHRI RAM KRIPAL YADVA (Patna) : The situation of Uttar Pradesh and Bihar is the same. We are brothers.

SHRI STAYA DEO SINGH (Balrampur) : Rabindra Nath Tagore had imagined a world :

[English]

"Where the mind is without fear and the head is held high, where the knowledge is free...."

[Translation]

Our brothers fr·· West Bengal are not prepared to listen to the lin·· written by the National poet. Knowledge is face and is without an element of compulsion. He had further added.

[English]

"Where the knowledge is free, where the world is not divided into narrow domestic walls..."

Sir, This country is being divided every day and every hour into narrow domestic walls. We have to eliminate and bring down these artificial wall which are being created by misutilisation of funds and public exchequer. The growth of the country is being put to question. If we do not check this, we shall fail everybody. Our fore-fathers have given us the Constitution.

They have given us this authority to speak. It was correctly said that the youth might not be one hundred per cent in the population of the country, but they would be one hundred per cent in the future of the country.

I would like to submit to the hon. Minister that this is a very important Bill. He should apply his mind to it. I think, he must have applied his mind. Let the Government come out with a comprehensive Bill and see to it that everybody is given compulsory free education upto VIII class.

[Translation]

It is my conviction that it will be the most valuable service towards the nation. God has blessed you with an opportunity to run the Government. Along with your administrative duties you must fulfil your duties towards nation i.e. elimination of poverty and tension which can be possible only through the spread of education. With these words I express my gratitude to hon. Speaker for providing me with an opportunity to express my views.

MR. SPEAKER : We will now take up the Employees' Provident Funds and Miscellaneous Provisions (Amendment) Bill, 1996.

(Interruptions)

MR SPEAKER : The discussion on the previous Bill with resume after this. We will take up further discussion on the Employee's Provident Funds and Miscellaneous Provisions (Amendment) Bill, 1996. Justice Lodha may speak now.

(Interruptions)

18.51 hrs.

STATEMENT BY MINISTER

Detention of 14 Indian Girls at Yemen Airport - Laid

[English]

THE MINISTER OF LABOUR (SHRI M. ARUNACHALAM) : Sir, before that, I seek your